



	Summer 1	Summer 2
Emerald Y1/2	Where do I live?	What is life like in a city?
Topaz Y2/3	How do maps help us to learn about different places?	How well do we know our European neighbours?
Amethyst Y3/4	How do we use different waterways in the United Kingdom?	Where is India?
Ruby 5/6	What would it be like to live in South America?	What do we know about our local area?

Year	Enquiry	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1/2	What is Life like in the City?	<ul style="list-style-type: none"><li>- I know that London is the capital city of the UK.</li><li>- I can match some capital cities with their country.</li><li>- I know that Edinburgh is the capital city of Scotland.</li><li>- I know that Cape Town is one of the capital cities of South Africa.</li></ul>	<ul style="list-style-type: none"><li>- I can identify similarities and differences in the human and physical features of Edinburgh and Cape Town.</li></ul>	<ul style="list-style-type: none"><li>- I know that a city is larger than a town or village.</li><li>- I know that each country has a capital city.</li><li>- I know that a capital city is where the government runs the country from.</li><li>- I can list some human and physical features you might find in a city.</li></ul>	<ul style="list-style-type: none"><li>- I can use aerial photos to identify human and physical features in capital cities.</li><li>- I can locate Edinburgh and Cape Town on a world map.</li><li>- I can identify human and physical features on a map of a city.</li><li>- I can create a key for a map.</li><li>- I can use simple compass directions and directional language to move around a map.</li></ul>

<p>1/2</p>	<p><b>Where do I live?</b></p>	<ul style="list-style-type: none"> <li>• I know that the world is split into seven land masses called continents.</li> <li>• I know that there are oceans between the continents.</li> <li>• I know the difference between a continent and a country.</li> <li>• I can name the four countries of the UK.</li> <li>• I can name the four capital cities of the UK and match them to their country.</li> </ul>		<ul style="list-style-type: none"> <li>• I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes.</li> <li>• I know what a settlements is.</li> <li>• I can describe the basic differences between a village, town and city.</li> </ul>	<ul style="list-style-type: none"> <li>• I can locate the United Kingdom on a world map.</li> <li>• I can locate the four countries of the UK on a map.</li> <li>• I know where the capital cities of the UK are on a map.</li> <li>• I can explore my local area, identifying basic human and physical features.</li> <li>• I can explore a map of my local area and identify basic features, such as roads and rivers.</li> </ul>
<p>2/3</p>	<p>How do maps help us to learn about different places?</p>				<ul style="list-style-type: none"> <li>• I know that there are lots of different types of maps and that they can be used for different purposes.</li> <li>• I can use simple compass directions and directional language to move around a map.</li> <li>• I can use aerial photographs and perspectives to recognise landmarks.</li> <li>• I can create an aerial view of our classroom.</li> <li>• I know that maps use keys to help identify features.</li> <li>• I can use a map of our local</li> </ul>

					<p>area to identify features.</p> <ul style="list-style-type: none"> <li>• I can use fieldwork and observational skills to study my school and its surroundings.</li> <li>• I can draw a map of my school, including a key.</li> <li>• I can use Google maps to explore my school and local area.</li> <li>• I can follow a map plan to make a 3D map.</li> </ul>
<p><b>2/3</b></p>	<p>How well do we know our European neighbours?</p>	<ul style="list-style-type: none"> <li>• I can name different countries in Europe.</li> <li>• I can name the seas and oceans surrounding Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare the human and physical geography of London and Paris.</li> <li>• I can ask and answer questions to help me compare and contrast London and Paris.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify European countries based on human features, such as language, flag and currency.</li> <li>• I can identify the capital cities of Europe.</li> <li>• I can compare two European capital cities according to their human and physical features.</li> <li>• I can use independent research to explore the human and physical features of a particular European country.</li> </ul>	<ul style="list-style-type: none"> <li>• I can locate the countries of Europe, including Russia, on a map of Europe.</li> <li>• I can locate the capital cities of Europe on a map.</li> </ul>

## Where is India?

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| <ul style="list-style-type: none"><li>• I know that India is a country in Asia.</li><li>• I know that New Delhi is the capital of India.</li><li>• I know that India is in the Northern Hemisphere.</li></ul> | <ul style="list-style-type: none"><li>• I can identify similarities and differences in the human and physical geography of the UK and India.</li></ul> | <ul style="list-style-type: none"><li>• I know that India is one of the most populated countries in the world.</li><li>• I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and I can explain what each of these climates is like.</li><li>• I know what a monsoon is.</li><li>• I can explain how a mountain is formed.</li><li>• I know that there are five different types of mountain formations.</li><li>• I can name and locate some of the major mountain ranges in India, and explore facts about each one.</li><li>• I know that the Ganges River and Narmada River are two of the major rivers in India.</li><li>• I can explain some of the features of the Ganges and Narmada rivers.</li><li>• I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai.</li><li>• I can explore and describe</li></ul> | <ul style="list-style-type: none"><li>• I can locate India on a world map.</li><li>• I can use a climate map with a key to identify different climates in India.</li><li>• I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India.</li><li>• I can use the street view function on Google maps to explore the human and physical features of cities in India.</li><li>• I can use population density maps to compare the populations of India and the UK.</li></ul> |
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				<p>some features of Indian culture and how this has influenced the wider world.</p>	
3/4	<p>How do we use different waterways in the United Kingdom?</p>	<ul style="list-style-type: none"> <li>·</li> </ul>	<ul style="list-style-type: none"> <li>· I can compare and contrast water availability and usage in the UK and Kenya.</li> </ul>	<ul style="list-style-type: none"> <li>· I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords.</li> <li>· I know that some of the Earth's bodies of water have salt water and some have fresh water.</li> <li>· I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation.</li> <li>· I can explain why the water cycle is important for our planet.</li> <li>· I can draw and label a diagram of the water cycle.</li> <li>· I can describe some of the ways in which people need water every day to live.</li> </ul>	<ul style="list-style-type: none"> <li>· I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water.</li> <li>· I can identify local bodies of water on a map.</li> </ul> <p>I can use fieldwork to observe, measure, record and present information about a local body of water</p>

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|  |  |  |  | <ul style="list-style-type: none"><li>• I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day.</li><li>• I can describe the six steps in the water treatment process.</li><li>• I know what the term 'water conservation' means and why this is important.</li><li>• I know that Kenya is a water-scarce country.</li><li>• I can explain what hydropower is and how it can be used to contribute to a sustainable future.</li><li>• I can identify the positive and negative aspects of using hydropower.</li><li>• I can carry out my own research into a particular hydroelectric dam around the world.</li></ul> |  |
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What do we know about Our Local Area?

- I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time.
- I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons.

- I know the difference between high-order and low-order services in a settlement.
- I know which products are exported from the UK, their value, their share of UK exports and the main importer countries.
- I can name many of the natural resources that are found in the UK.
- I can identify UK commodities that are made or produced in my local area.
- I can describe land use around my school, explaining how I feel about different areas and what I would change.
- I can compare local climate data with climate data for other parts of the UK.
- I know how different winds can affect the climate of different parts of the UK.

- I can use fieldwork to observe where some of the UK's natural resources can be found.
- I can use fieldwork to identify different examples of land use in my local area.
- I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model.
- I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me.
- I can use fieldwork to gather information about the vegetation and wildlife of a local river.
- I can use fieldwork to gather weather data about my local area.
- I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain.
- I can use a topographical map to identify

What would it be like to live in South America?

- I can name the countries of South America.
- I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like.

- I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America.
- I can compare and contrast the human and physical features of Brazil and the UK.

- I can identify and describe the different climate zones of South America.
- I know that the Andes are the major mountain range of South America.
- I can use plate tectonics to describe how mountains are formed.
- I know what a volcano is and how they are formed.
- I know the differences between the three types of volcanos.
- I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism.

the major mountain ranges of the UK.

- I can locate the countries of South America on a map.
- I can use political maps and climate maps to identify the climate zones of South America.
- I can use a topographical map to locate the mountain ranges of South America.
- I can use a map of plate tectonics to identify the location of the Andes.
- I can create a colour key on a map of South America to denote key industries.

				<ul style="list-style-type: none"><li>• I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency.</li><li>• I know that the main industries of South America are agriculture and timber.</li><li>• I can name some key industries in different South American countries.</li><li>• I can use independent research to find out key details of the human and physical geography of a particular South American country.</li></ul>	
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